

Autumn 2 Week 2

Spelling Focus: Spell correctly and distinguish between the homophones, bear/bare, seen/scene, mist/missed, main/mane, pear/pair, right/write.

Spell correctly and distinguish between the homophones from Y3. (RR Y4 Autumn 1, Week 2)

Y3 Statutory Words Y4 Statutory Words Stretch and Challenge **Sticky Word Strategies** Prior Learning

	Session 1	Session 2	Session 3																
<p>Review</p> <p><i>This is an opportunity to review previous learning and address misconceptions.</i></p>	<p>Show Me weather (The <i>weather</i> today is awful!) he'll (<i>He'll</i> need to remember his PE kit tomorrow). peace (I just need a minute of <i>peace</i> and quiet!) which (<i>Which</i> cake is your favourite?) through (To get to the library, you must go through the village.) whether (He couldn't decide <i>whether</i> to walk or take his bicycle.) whose (<i>Whose</i> pencil is on the floor?) allowed (I was <i>allowed</i> to go to the busy town centre). piece (I cut a <i>piece</i> of material from my trousers.) who's (<i>Who's</i> ready to exercise?)</p>	<p>Spelling Factor</p> <table border="1"> <tr> <td>bear</td> <td>meddle</td> <td>they're</td> <td>seen</td> </tr> <tr> <td>heard</td> <td>bare</td> <td>plain</td> <td>meat</td> </tr> <tr> <td>medal</td> <td>meet</td> <td>herd</td> <td>their</td> </tr> <tr> <td>plane</td> <td>there</td> <td>scene</td> <td>eight</td> </tr> </table> <p>Replace with alternative homophones causing difficulty.</p>	bear	meddle	they're	seen	heard	bare	plain	meat	medal	meet	herd	their	plane	there	scene	eight	<p>Define It bear bare seen scene mist missed main mane This is the past tense of a verb meaning to not hit a target. (missed) This means without covering or clothing. (bare) This is a part of a play, film or story. (scene) This is the long hair that grows around the neck of a lion or horse. (mane) This is a light cloud of tiny water droplets in the air. (mist) This is a large strong mammal with thick fur. (bear) This word usually means most important or in the centre. (main)</p>
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plane	there	scene	eight																
<p>Teach</p> <p><i>This includes explicit teaching and modelling of new learning.</i></p>	<p>Focus: Spell correctly and distinguish between the homophones,</p> <ul style="list-style-type: none"> - bear/bare - seen/scene - and/or any homophones causing difficulty. <p>Review the term homophone. Shared read the sentences below. Use the context of each sentence to ascertain the meaning of the homophone and discuss. Pictorial prompts may be used to support understanding. Perhaps the <i>bear</i> wasn't hungry after all!</p>	<p>Focus: Spell correctly and distinguish between the homophones,</p> <ul style="list-style-type: none"> - mist/missed - main/mane - and/or any homophones causing difficulty. <p>Shared read the sentences below. Use the context of each sentence to ascertain the meaning of the homophone and discuss. Pictorial prompts may be used to support understanding. We saw a fox disappear into the morning <i>mist</i>. I missed my best friend's birthday party.</p>	<p>Focus: Spell correctly and distinguish between the homophones,</p> <ul style="list-style-type: none"> - pear/pair - right/write - and/or any homophones causing difficulty. <p>Shared read the sentences below. Use the context of each sentence to ascertain the meaning of the homophone and discuss. Pictorial prompts may be used to support understanding. I chose a ripe pear from the <i>fruit</i> bowl.</p>																

	<p>She used a different colour to paint the <i>bare</i> wall. Have you <i>seen</i> the height of that mountain? The police arrived quickly at the <i>scene</i> of the accident.</p>	<p>My main interest is to get to the island safely. The horse shook its golden <i>mane</i> at the sudden noise.</p>	<p>The woman bought a new <i>pair</i> of shoes for the start of winter. Have you got the right answer to the question? I like to <i>write</i> letters to famous authors.</p>
<p>Practise or Apply</p> <p><i>This section allows children to practise and/or apply new learning within meaningful contexts.</i></p>	<p>Practise Blankety Blank bear bare seen scene Take care of your _____ feet in this weather. (bare) Our teacher asked us to describe a snowy _____ . (scene) Occasionally, we've _____ bats flying in our back garden at night. (seen) We couldn't believe the _____ stood in front of us! (bear) She dug the earth with her _____ hands. (bare) The opening _____ of the ballet was beautiful. (scene) The tree had _____ branches in the middle of winter. (bare) The children were excited because they had _____ a famous footballer. (seen) A polar _____ can survive the extreme cold. (bear) She described the strange _____ she had _____ in her dream. (scene, seen)</p>	<p>Dictionary Race mist/missed main/mane bear/bare seen/scene Apply words in sentences, both orally and in writing.</p>	<p>Word to Sentence Spellers pear/pair right/write mist/missed main/mane bear/bare seen/scene and/or any homophones causing difficulty.</p>
<p>Word Banks</p>	<p>Refer to relevant word banks to select appropriate words for use within lessons. These include examples for stretch and challenge, Y3 Statutory Words and Y4 Statutory Words.</p>		